**3K-5 Math Lesson Plan**

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| **Teacher: T. Vitarelli** | | **Grade: Kindergarten** | | | **Date(s)**: August 29, 2012  Day 3 | |
| **Unit Title:** You Can Count on Me! | | | **Corresponding Unit Task:** Task 1 –  Counting Manipulatives | | | |
| **Essential Question(s): What does a number represent? Why do we use numerals?**  **How are numbers arranged? What are some ways we can find out how many objects are in a group?** | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** |
| **Teacher:** The Kissing Hand book; Chester’s number game for matching 1-10; pocket chart for Chester’s game; chart with big hand outline; nos. 0-5 written on small pieces of paper(5-6 sets); Five Little Ducks book; duck cards numbered 1-5;shapes for board or flannel board; enVisions big book story for Topic 4: Count the Eggs; sticky notes for nos. 1-5; Topic 4-2 workmats; playdough and no. mats; number tracing cards; math journals | | | | **Student:**  math journals | | **count** |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** : K.CC.2 Counting and Cardinality  Know number names and the count sequence  \*Count forward beginning from a given number within the known sequence (Instead of having to begin at 1). K.CC.3Counting and Cardinality  Know number names and the count sequence  \*Write number from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | | | | | |
| **I Can Statement(s): I can count to 5. I can recognize numbers 0-5.**  **I can write/trace numbers 1-3.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Read Five Little Ducks. Read again, giving five children a number duck card 1-5. The class will check to see if the ducks are in order 1-5. As the class sings the song, the numbered ducks will act out the story. You can continue until all children have participated in acting out the song. | | | | | |
| **Teacher Directed**: Review counting to 5 with hand from yesterday. Everyone count to 5. Count holding up a finger for each number. Using number cards from story, hold one up at a time and children will hold up that many fingers. Teacher will show the amount on board or flannel board using shapes. Refer to big hand as needed. Read enVisions big book for Topic 4, Count the Eggs **,** filling in the answer with sticky notes that you write the number on in front of the class. | | | | | |
| **Guided Practice:** Writing nos. 1-3 using whiteboard and poems for each number, air writing, Teacher writes on kid’s backs to see if they can guess the number. Go over writing again with number poems. | | | | | |
| **Independent Practice:** Math Stations: 1) Writing nos. 1-3 w/envisions Topic 4-2 workmat(Teacher is at this station) 2) Number Playdough mats 3) Tracing nos. starting at dot 4) Chester’s number games/ placing numbers in order 0-5 | | | | | |
| **Closing/Summarizing Strategy:** Review our math day and put one handprint in their math journals (to dry for lesson on day 5☺) Teacher will write “I can count!” at top of page and date it. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** | |
| \*Count/write past 5  \*Chester games with nos. greater than 5 | | \*\*Use hand over hand to help students write numerals. | | | \*Model the task several times and use the intervention. | |
| **Assessment(s):** Teacher will ask students to trace numbers and tell what each number is.  Informal assessment of today’s activities. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |